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Croly's process of thought is ideological and historical rather than scientific and economic. He bases his structure largely, if not wholly, on "economic and political traditions and ideas"—to employ a phrase he uses on his very first page.

Taking the nationalistic view, Croly commits a double error from the standpoint of social science. He fails absolutely to make any comparative study of political conditions and prospects in the various nations, and this forces him necessarily to rely very heavily upon the traditions of our own country. The length to which he goes in this direction may be briefly illustrated by the fact that he believes that the conservatives are governed mainly by their attachment to "the traditional American political and economic order," and he says little or nothing about their political and economic interests. It is scarcely necessary to give examples of the tendency of conservatives to abandon all traditions the moment their economic interests require them to do so. The European war alone has furnished many instances.

But all this criticism, far from taking away from the value of Croly's book, should rather serve to emphasize it, for his ideas are undoubtedly those of the majority of educated progressives in this country. He has not presented the economic basis of the progressive movement, indeed he has purposely refrained from doing so, but he has succeeded admirably in presenting its present mentality, in showing how the intelligent progressive wishes the public to understand his movement. Not all *practical* progressive leaders share in Croly's evidently sincere "ideology," but all who are intelligent enough must realize that this is probably the best form in which their movement can be presented to the public.

WILLIAM ENGLISH WALLING.

Industrial Education: Its Problems, Methods and Dangers. By ALBERT H. LEAKE. Hart, Schaffner and Marx Prize Essays, XV. (Boston: Houghton Mifflin Company. 1913. Pp. xi, 205. \$1.25.)

This essay, by the inspector of technical education, Ontario, is an interesting contrast to a much briefer essay on the same subject published by the reviewer in the same series ten years earlier. The latter was published at a time when interest in industrial education in the United States was just appearing and before there had been adequate investigation and discussion of the subject. Its purpose was to arouse interest and stimulate in-

vestigation and discussion. Mr. Leake's essay, on the other hand, shows the results of ten years of investigation, discussion, and valuation. It is more comprehensive, better balanced, shows a clearer conception of the nature of industrial education, considers more aspects of the problem, and its suggestions and conclusions are established upon a firmer basis.

The most interesting result of a comparison of these essays, however, is the observation that the scheme of industrial education suggested by Mr. Leake is not essentially different from that suggested by the earlier essay, and that it is not much more definite and concrete. Ten years may not be sufficient time for investigation and experiment which will lead to a definite scheme. But may not the real reason be that for so large a geographical area as the United States and Canada, with its variety of racial elements, ideals, social classes, industries, and educational systems, any one scheme of industrial education is impossible?

Mr. Leake's argument is based upon the premise that "our problem, for the present at least, is one for the elementary schools . . . not more than twenty per cent of the elementary school pupils enter the secondary schools" (p. 15). It develops the following principles: (1) A revitalization of the elementary schools by giving the course of study a direct industrial trend. (2) Rigid enforcement of compulsory attendance up to the age of fourteen. (3) The provision of a type of school which shall train the boy or girl from thirteen or fourteen to sixteen years of age, directly for the industries, and of evening continuation schools for those at work during the day. (4) The adjustment to the schools of a rational system of apprenticeship. (5) The provision of expert guidance in the choice of occupations. (6) The coördination of all parts of the educational system from the kindergarten to the university. Principles 2, 3, 4, and 5 will undoubtedly be acceptable to most readers. Principle 6 is not developed by Mr. Leake. Principle 1 is considered at some length, but leaves the reader uncertain to what extent the author believes the course of study of elementary grades should be given an industrial trend. He seems to be willing to go far, and draw upon industrial life for all exercises and all problems in teaching all subjects in the elementary school. This problem is fundamental, and the treatment leaves the reader unsatisfied.

In fact, the author's premise that the problem is primarily one for the elementary schools is open to question. Is it necessary

so profoundly to modify the aims and methods of these schools in order to attract pupils to industrial schools of higher grade? Are not many forces at work which will together constitute great attractive power—the provision of special secondary and higher schools which train directly for the industries; the growing opinion of industrial managers that employees are too frequently taken at too early an age and inadequately trained; the attitude of organized labor, which will support industrial schools properly organized and not requiring too early and pseudo-industrial training; the education of parents by vocation bureaus? If these and other things should prove to be of sufficient attracting force, the composition of a modified and improved school curriculum, and the methods of instruction employed, can be determined on more scientific grounds than the necessity to attract pupils to higher grades.

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NEW BOOKS

AYRES, L. P. *The public schools of Springfield, Illinois.* A section of the Springfield survey. (New York: Russell Sage Foundation. 1914. Pp. viii, 152, illus.)

An admirable survey, giving a complete but concise description of the public school system, together with practical and explicit suggestions for its improvement.

BAUMERT. *Beiträge zur Verbesserung des Wohnungswesens.* (Spandau: Verlagsbuchh. des Zentralverbandes der Haus- und Grundbesitzer-Vereine Deutschlands. 1914. 1.20 M.)

BONSALL, W. *Handbook of social laws of Pennsylvania.* (Pittsburgh: Assoc. Charities. 1914. Pp. ix, 146.)

BURGESS, W. *The world's social evil; a historical review and study of the problems relating to the subject.* (Chicago: Saul Bros. 1914. Pp. 401. \$1.50.)

COOLEY, E. G. *Vocational education in Europe.* Report to the Commercial Club of Chicago, vol. 2. (Chicago: Commercial Club. 1915. Pp. 177.)

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ELDRIDGE, S. *Problems of community life; an outline of applied sociology.* (New York: Crowell. 1915. Pp. 180. \$1.)

FORBUSH, W. B. *The boy problem in the home.* (Boston: Pilgrim Press. 1915. Pp. xi, 287. \$1.)